



From Affordability to Strategic Success

The Progression of OER in Texas Higher Education

**Texas Higher
Education**
COORDINATING BOARD

2024 BIENNIAL REPORT



This report is based on an independent survey commissioned in 2023 by the Digital Higher Education Consortium of Texas (DigiTex), in collaboration with the Texas Higher Education Coordinating Board (THECB) and the Institute for the Study of Knowledge Management in Education (ISKME). Unless otherwise noted, this report is licensed under a Creative Commons Attribution 4.0 International License.

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Table of Contents

Executive Summary	iv
Introduction	1
Survey Approach	3
Findings	6
Implications and Conclusions	18
Appendices	20
APPENDIX A: DEFINITIONS	20
APPENDIX B: SURVEY INSTRUMENT	22



Executive Summary

This report presents the results from the third biennial Texas OER Landscape Survey, administered in 2023 and commissioned by the Digital Higher Education Consortium of Texas (DigiTex) and the [Texas Higher Education Coordinating Board \(THECB\)](#). The survey aimed to explore the open educational resources (OER) landscape, policies, and practices at 169 higher education institutions, including 11 health-related institutions, across the state.

The 2023 survey, to which 78 institutions responded, continued to provide insights into the evolving dynamics of OER adoption across Texas. Results of the survey signaled a persistent commitment to OER adoption, with 63% of institutions either having established formal OER policies and programs or actively developing them, up from 62% in 2021 and 51% in 2019. Financial commitment to OER initiatives also increased substantially, with 67% of institutions allocating funds in 2023, up from 44% in 2021. State grants emerged as a crucial funding source, from 29% in 2021 to 61% in 2023.

At the same time, there has been a surge in the adoption of fully OER-based courses, reaching 91% in 2023, up from 80% in 2021 and 67% in 2019. The implementation of course markers, mandated by Texas Education Code (TEC), Section 51.452, also displayed a positive trajectory, with 89% of institutions incorporating markers in 2023. Institutions reported diverse goals for adopting OER into their courses, with large institutions prioritizing student engagement, those with over 35% Pell Grant recipients emphasizing customizable content, and four-year institutions focusing on supporting open pedagogy. Concurrently, there is a heightened recognition of the importance of OER impact data collection, particularly focusing on student outcome metrics.

While nearly all institutions are aware of statewide initiatives like the [OERTX Repository](#) and the [THECB's OER Grant Program](#) to support the use of OER, active promotion on campus is lacking, hindering the full realization of these initiatives. The 2023 survey data also indicated a decreased emphasis on specialized positions and top-down policies in support of OER. Library staff may be meeting some of this need, however. In 2023, 100% of institutions indicated library staff's provision of OER as part of library resources. Library staff also contributed to OER advocacy at 87% of institutions, while their support of OER funding and sustainability was reported for 68% of institutions.

The 2023 Texas OER Landscape Survey revealed an OER landscape marked by institutional commitment, diverse adoption goals, and the instrumental role of OER champions on campus. This report not only highlights areas for improvement but also underscores the necessity of ongoing collaboration and faculty support. The trajectory observed in OER adoption is institutionally driven, placing a growing emphasis on student learning impacts and resource quality alongside financial considerations. As librarians and other key stakeholders play pivotal roles, the landscape unfolds organically, showcasing the self-sufficiency of institutions in advancing OER use and development to reach their goals for student success.



Introduction

The landscape of higher education in Texas is experiencing a transformative shift through the adoption of OER, aligning with the state's commitment to educational excellence and accessibility. This commitment stems not only from its pivotal role in advancing affordability strategies but also from its potential to elevate the quality of education, aligning with the broader mission of the state's higher education strategic plan, [Building a Talent Strong Texas](#).

While OER is a clear driver for affordability, it can be difficult to measure its role in helping students earn high-quality credentials. The 2023 survey delved into the ongoing progress of OER implementation across Texas institutions since 2019 and explored the depth and breadth of OER usage, current policies, and the required support systems. This report, derived from the survey's findings, highlights critical areas for improvement to drive wider access to high-quality education through the use of OER in Texas.

The preceding Texas OER Landscape Report in 2021 underscored the importance of a comprehensive, system-wide approach for enhanced OER adoption and impact. In response, THECB created three key initiatives: the [OER in Texas Statewide Playbook](#), the [OER in Texas Statewide Playbook Course](#), and the [OER in Texas Statewide Playbook Academy](#). The OER in Texas Statewide Playbook outlines the steps required to effectively manage the institutional shift to OER, emphasizing localization and contextualization of OER. The on-demand playbook course assists in defining goals for institutional OER initiatives, pinpointing success metrics, and identifying strategies for fostering partnerships and outreach. The Playbook Academy offered tailored training in 2023 to teams at 10 Texas institutions. These trainings resulted in customized Institutional Playbooks, covering objectives, leadership structures, policies, outreach strategies, funding plans, and collaborative efforts for OER adoption. The OER in Texas State Playbook is intended to be a blueprint for implementing OER initiatives at institutions.

At the same time, THECB initiated strategic efforts to ensure that high-priority courses use OER. Partnering with OpenStax at Rice University, THECB collaborated with nursing educators in Texas and nationwide to develop [eight peer-reviewed nursing textbooks](#), aligning them with the American Association of Colleges of Nursing (AACN) Essentials Curriculum. Additionally, THECB initiated a [research study](#) to pinpoint high-impact courses in Texas, align them with workforce education priorities, and assess the availability of OER for these courses to identify gaps in coverage. Subsequently, they established the [High-Impact Course Resources Hub](#) to aggregate open materials for teaching these courses. In collaboration with ISKME, THECB also provides online training, covering topics such as OER collaboration, curation, and evaluation, custom-designed based on institutions' goals and priorities.



Survey Approach

The Texas OER Landscape Survey was administered in May 2023 to 169 two- and four-year public and private institutions across the state, including 11 health-related institutions. Of these, 78 institutions completed the survey. When examining the ratio of participants invited to respondents by institution type, the 2023 survey revealed varying degrees of representation. Two-year institutions were somewhat over-represented, constituting 66% in the survey sample compared to 48% in the population. Four-year public institutions were well-represented, comprising 26% in the survey sample, compared to 22% in the population. Conversely, four-year private institutions were under-represented, accounting for 8% in the survey sample, compared to 24% in the population. Notably, health-related institutions were absent from the 2023 survey sample, representing 0%, in contrast to their 7% presence in the overall population. **Figure A** summarizes the distribution of respondents.

In an attempt to engage individuals with a strong understanding of OER at each campus, the web-based survey was sent to chief academic officers, with the request that they either complete the survey or forward it to

figure A: **RESPONDENTS BY INSTITUTION TYPE, 2023 (N=78)**

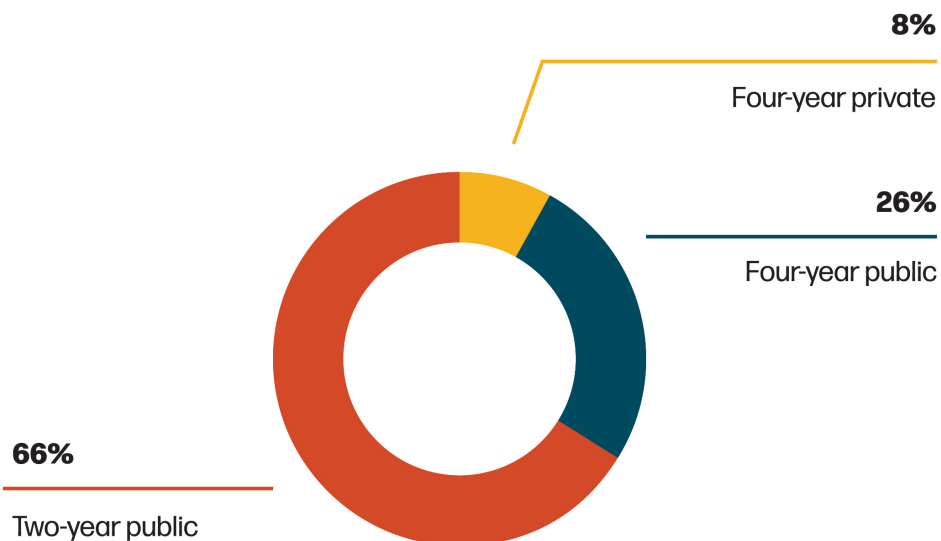
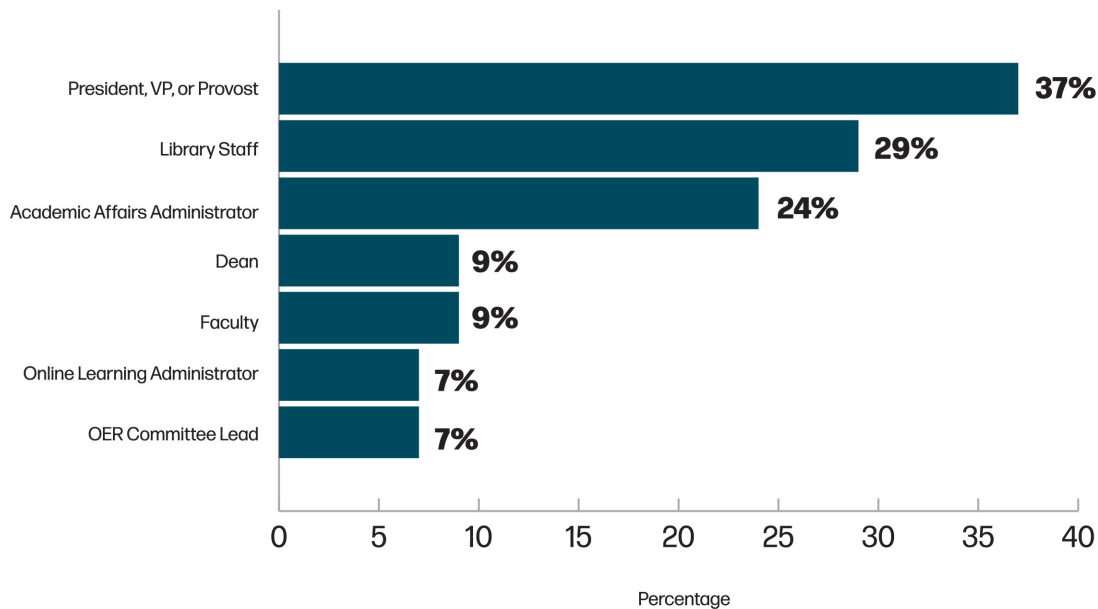


figure B: **RESPONDENTS BY ROLE**



the most suitable individual with knowledge to address the questions. Survey respondents were also encouraged to collaborate with subject matter experts on their respective campuses when additional information was required to answer the questions. **Figure B** shows a detailed breakdown of survey respondents' self-reported roles. Most respondents were individuals in key academic leadership roles within institutions, such as presidents, vice presidents, provosts, and academic affairs administrators. Library staff, who often serve as bellwethers of OER initiatives on campus, also made up a substantial proportion of the respondent pool.

In line with previous years, the 2023 survey was designed to gauge the extent of OER leadership, adoption, and use within institutions. Employing a combination of open and closed-ended questions, the survey gathered information on the presence of OER policies and programs at each campus, the degree of OER advocacy taking place, obstacles and supports encountered during OER implementation, and the effects of OER initiatives on teaching, learning, and the cost of education. To standardize the responses based on a centralized conceptualization of OER, the survey included the Texas Education Code definition of OER in the introduction to the survey.

To draw comparisons over time, the 2023 survey largely replicated questions from the 2019 and 2021 surveys, with select modifications aimed at enhancing clarity and brevity. Additionally, new questions were introduced in 2023 to delve into themes identified from the 2019 and 2021 surveys. These included questions addressing

the reasons behind delays in implementing OER policies and practices, as well as questions exploring textbook costs and fees. For reference, the 2023 survey instrument is included in Appendix B of this report.

The survey data underwent descriptive and comparative analyses across subgroups of respondents, including a) two-year versus four-year private and public institutions,¹ b) institutions with fewer than 10,000 versus more than 10,000 undergraduate students, and c) institutions with fewer than 35% Pell Grant recipients versus those with 35% or more Pell Grant recipients. Longitudinal analyses spanning 2019, 2021, and 2023 were conducted to assess growth over time on shared survey items addressing OER commitment, practices, and challenges across institutions.

Limitations

While offering insight into the landscape of OER adoption and use across Texas institutions, the survey analysis has acknowledged limitations. The 2023 response rate of 46% was lower than anticipated compared to preceding years of the survey, which was over 60% in both 2019 and 2021. The reduced response rate in 2023 is likely attributed to the survey's delayed timing, taking place in May, which was close to the end of the academic year. The variation in response rates across years (63% in 2019, 66% in 2021, and 46% in 2023) poses a potential sampling bias risk, as responding institutions may not fully represent the entire invited population. Four-year private and health-related institutions, in particular, were under-represented in the 2023 survey, prompting considerations about the generalizability of findings. To mitigate this concern, chi-square analyses were conducted comparing responses across institution types, including four-year private colleges. Statistically significant differences were identified, and the results are presented in the Findings section. Furthermore, the analysis benefits from institutional continuity: 92% of 2023 respondents also participated in 2021, and 83% were part of the 2019 survey. Consequently, the analysis relies on a relatively stable set of respondents, reinforcing the reliability of findings and supporting generalization to the broader Texas higher education landscape.

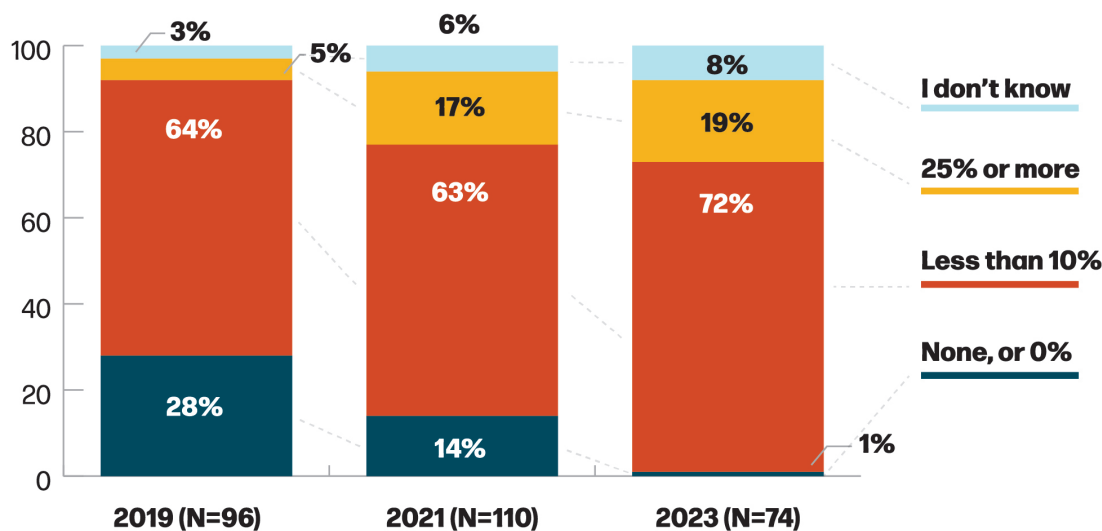
¹ For comparisons based on institution type, four-year public and four-year private institutions were combined into one group due to the low numbers of responses in both categories, rendering them insufficient for conducting chi-square comparisons.

Findings

The integration of OER continues to progress, further solidifying its place within institutional course offerings.

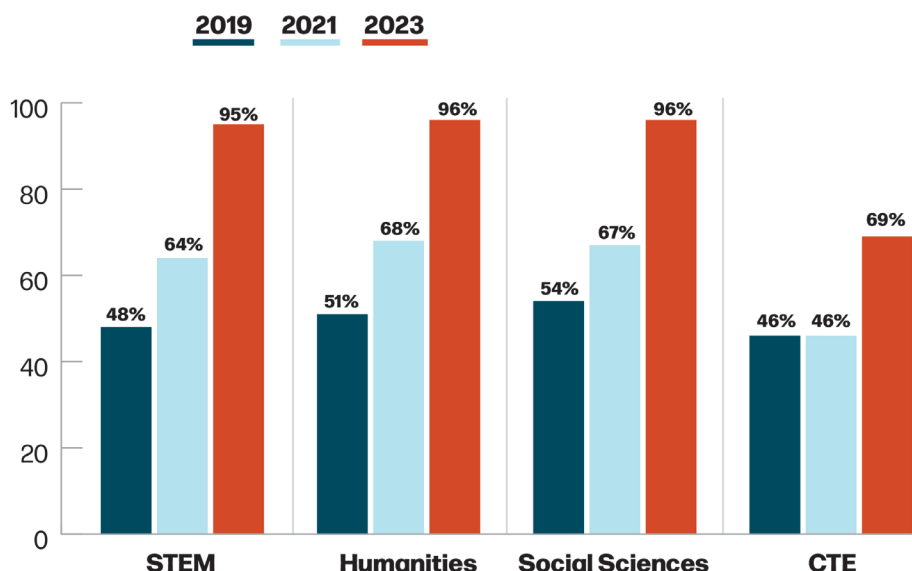
Open educational resources are increasingly integral to institutional course offerings. The prevalence of institutions offering fully OER-based courses, where all required materials are openly licensed, continued to rise in 2023. As indicated in **Figure 1**, 91% of institutions reported offering at least one fully OER-based undergraduate course in 2023, which is an increase from 80% in 2021 and 67% in 2019. Furthermore, OER courses constitute a larger percentage of the overall undergraduate course offerings at each institution, with a growing number of institutions now integrating fully OER-based courses in at least a quarter of their offerings.²

figure 1: INSTITUTIONS OFFERING FULLY OER-BASED UNDERGRADUATE COURSES CATEGORIZED BY THE SHARE IN OVERALL COURSE OFFERINGS, 2019, 2021, 2023



² For fully OER-based graduate courses, responses were provided by a limited number of participants (17), with 71% of them reporting the incorporation of OER in at least one course. It is important to exercise caution in interpreting these findings due to the low number of respondents.

figure 2: INSTITUTIONS OFFERING AT LEAST ONE FULLY OER-BASED UNDERGRADUATE COURSE BY DISCIPLINE, 2019, 2021, 2022³



Illustrated in **Figure 2**, the adoption of fully OER-based undergraduate courses across specific disciplines also exhibited a consistent upward trajectory. In 2023, approximately 95% of institutions indicated they offer fully OER-based undergraduate courses in STEM, the humanities, and social sciences, which is nearly a 30% increase from 2021. In career and technical education (CTE), there was also an increase from 46% in 2021 to 69% in 2023, signifying the expanding incorporation of OER-based courses in this domain.

The survey further assessed whether institutions had implemented the course marker requirement of TEC 51.452, which stipulates that institutions share searchable information with students about courses that use OER. Survey responses revealed a positive trajectory, with implementation of course markers rising from 61% of institutions in 2019 to 89% in 2023. In assessing the channels through which course markers were shared with students, 58% of institutions in 2023 incorporated the markers in campus bookstore listings, which is an increase from 2021—underscoring the growing role of campus bookstores in OER promotion. Additionally, 45% of institutions in 2023 used OER notations in course listings, 39% integrated OER search fields on course schedule pages, and 38% provided links to all OER courses on the landing page of course schedules/listings.

Implementation challenges for course markers declined, with 49% of institutions reporting no challenges in 2023 compared to 25% in 2021. Despite this progress, 35% noted technology or platform constraints, and 29% highlighted the lack of standardized OER language as persistent obstacles to implementing course markers.

3 Data reported in Figure 2 only represent institutions with knowledge of their OER offerings by discipline and exclude institutions who marked this response with "Not certain."

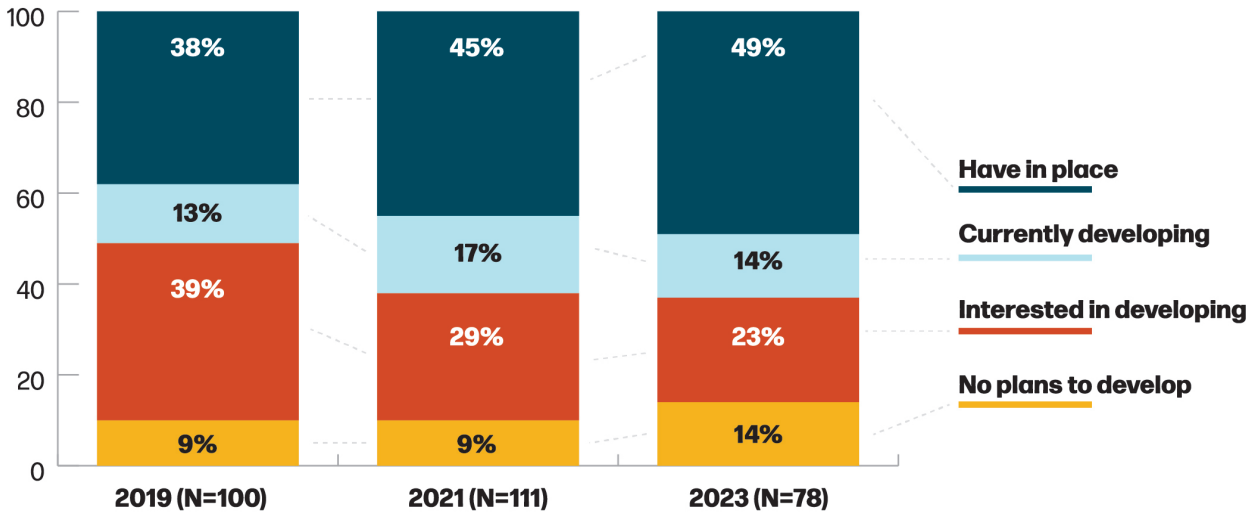
When reporting on the specific terms used in their listings, the data revealed a continued rise in the use of the term “OER” to mark their courses—from 66% in 2019 to 85% in 2023. However, the data revealed nearly a 10% increase from 2021 to 2023 of the use of other terms, such as “Zero cost/No cost” and “Low cost,” to mark OER in course offerings.

While the implementation of formal OER programs and policies continues to grow across the state, competing priorities may be impeding its momentum.

In 2023, 63% of institutions had either established formal OER policies and programs or were actively in the process of developing them, reflecting continued growth from 62% in 2021 and 51% in 2019 (**Figure 3**).⁴

Figure 3 also shows a decline in institutions reporting interest or plans to develop OER policies and programs. When asked on an open-ended follow-up question for the reasons behind their current status, 75% of the 28 responding institutions reported pursuing alternative approaches, such as contracted arrangements with bookstores and publishers to reduce textbook costs.

figure 3: **INSTITUTIONS WITH POLICIES OR PROGRAMS IN PLACE TO SUPPORT OER, 2019, 2021, 2023**



⁴ When asked a separate question about whether they have an open licensing policy or endorsement in place to support OER, only 7% of institutions responded affirmatively, indicating no change since 2019.

This finding is underscored by the institutional adoption of automatic textbook billing models, known as Inclusive Access, First-Day Access, or Universal Access. In response to a new survey question introduced in 2023, among 77 respondents, 57% have such systems in place (**Figure 4**), including flat fees, fees based on credit hours or units, and fees based on the specific course. On a follow-up question (not depicted in **Figure 4**) about the cost of the automatic textbook fee for students in fall 2022, 37% of 59 respondents reported fees under \$100, 17% above \$100, 17% varying, 19% based on credits per hour, and 10% reported no fee.

figure 4: **PERCENTAGE OF INSTITUTIONS USING AUTOMATIC TEXTBOOK BILLING MODELS, 2023 (N=77)**

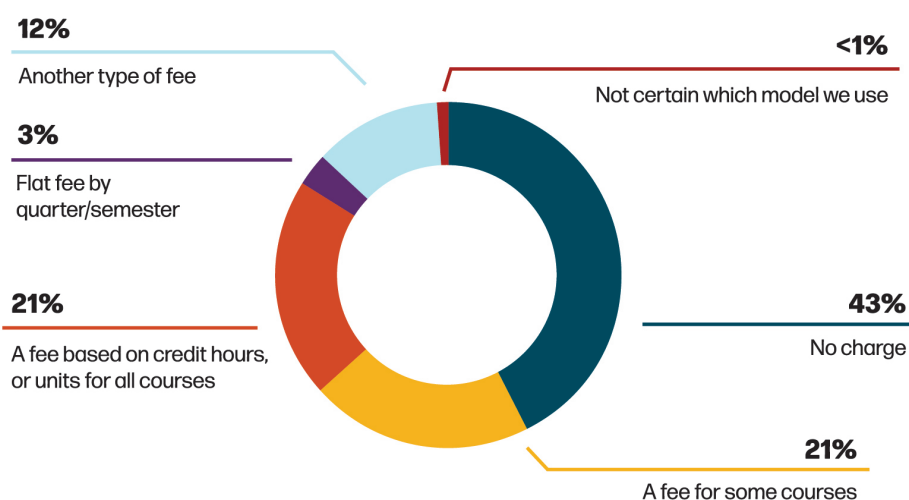
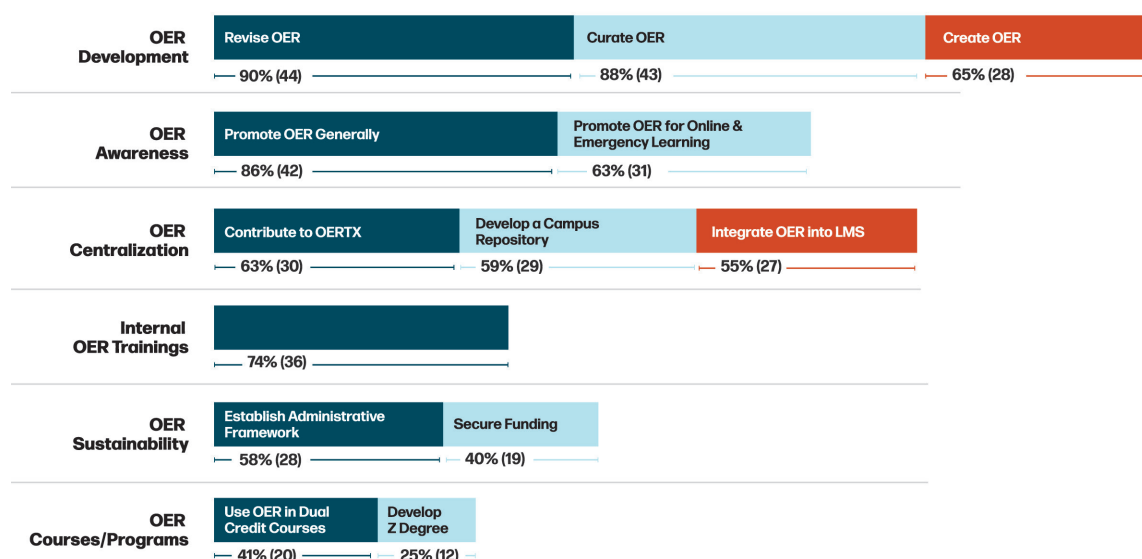


figure 5: **FOCUS OF CURRENT OER WORK, 2023**



Institutions remain dedicated to the development of OER, with an increased emphasis on OER to improve teaching and learning.

As shown in **Figure 5**, the largest percentage of institutions with current OER programs indicated that their OER work focuses specifically on the development of openly licensed resources on their campuses. While most of these institutions are curating or revising existing OER, the majority are also working to create new OER from scratch, and one-quarter are working to create full, zero-cost degree programs on their campuses.

Other frequently reported priorities for current OER work included increasing adoption of OER through awareness building and institutional training initiatives. Close to 60% of institutions are also working to improve access through the use of centralized repositories; a separate analysis revealed that many of these institutions (35%) are creating their own institutional repository while also simultaneously contributing to the state OER repository, OERTX.

In a separate question about their goals for OER use, a large majority of institutions in 2023 reported a focus on access and affordability (83% and 91%, respectively), aligning with trends from 2019 and 2021 (**Figure 6**). Moreover, 72% reported they are using OER to enhance student engagement with course materials in 2023. Rooted in the opportunities presented by open licensing to remix and modify content, 2023 further witnessed a growing emphasis on two key OER use goals: providing customizable content tailored to learners' strengths, skills, and interests; and supporting faculty autonomy in curriculum decisions from 2021 to 2023.

figure 6: **GOALS FOR OER USE, 2019, 2021, 2023**

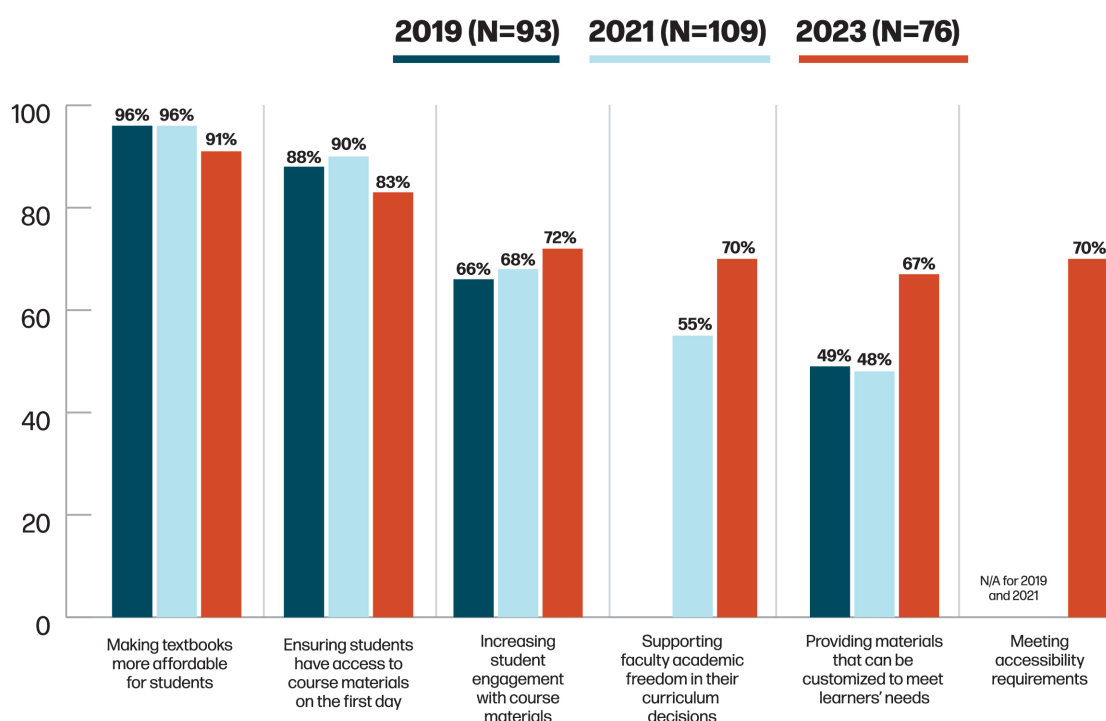
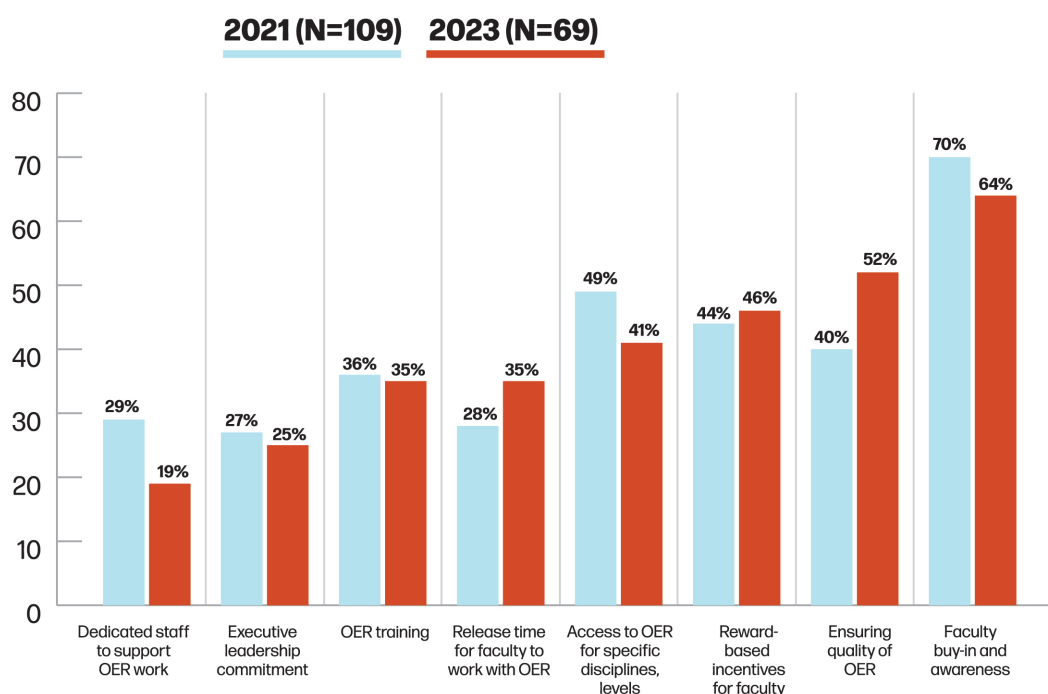


figure 7: **SUPPORTS NEEDED TO INCREASE OER ADOPTION AND USE AT INSTITUTIONS, 2021, 2023⁵**



Institutions actively engage faculty in OER, simultaneously identifying untapped opportunities for leveraging existing statewide support.

In 2023, when asked about the use of incentives to encourage faculty adoption of OER, 65% of institutions offered incentives, including stipends, reassigned time, and recognition of efforts through public acknowledgment or performance reviews.

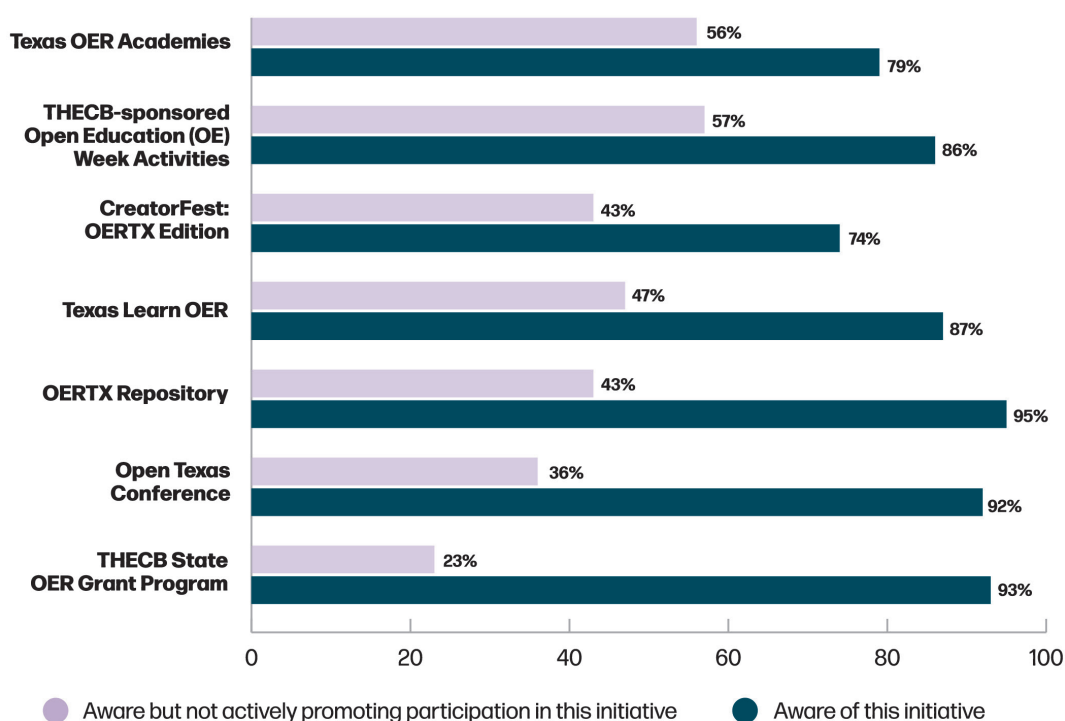
On a separate survey question, however, a growing number of institutions requested support in these areas in 2023 (**Figure 7**). The area of greatest increase, in terms of identified institutional needs for advancing OER adoption, pertained to support for ensuring the quality of OER. Conversely, there was a decrease in the reported need for top-down support structures, such as dedicated staff and executive leadership for OER initiatives.

“...We need to address the time/burden of OER adoption. Instructors in the courses that could most benefit from OER adoption express a great deal of reticence because they would have to redevelop course assignments and assessments to align with new learning materials.”

– Library Administrator

⁵ Responses to this question from 2019 are not available due to changes made to the question format.

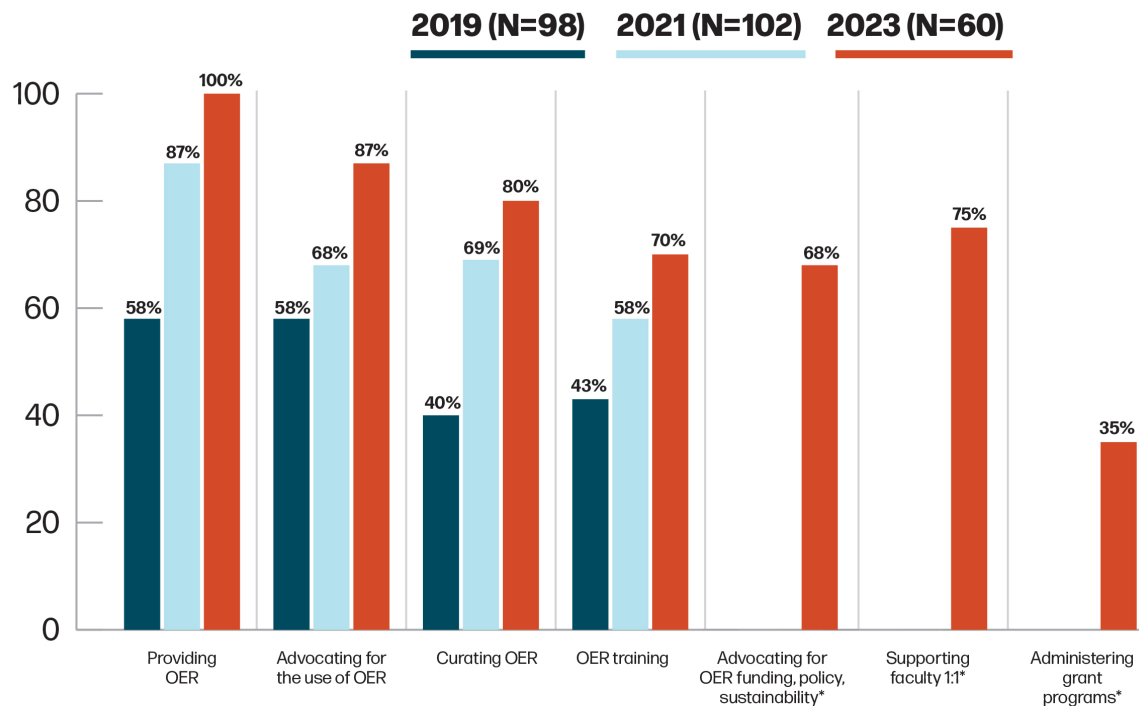
figure 8: AWARENESS AND PROMOTION OF STATEWIDE INITIATIVES, 2023 (N=77)



The survey also explored the visibility of statewide OER initiatives designed to provide support for institutions. **Figure 8** shows widespread awareness across these initiatives, ranging from 79% for OER Academies to 95% for the THECB OER Grant Program. However, disparities exist between awareness and active promotion, especially for the OER Grant Program and the OERTX Repository. Despite being designed to support faculty in OER development and use, these programs experience low rates of promotion on campuses. Detailed descriptions of each program in **Figure 8** are available in Appendix A.

In response to an open-ended follow up question, a few institutions (n=9) requested additional support from the state for advancing their OER initiatives. These supports centered on webinars and statewide forums that emphasize the importance of faculty collaboration around OER creation. Institutions also requested consultative services for staff, training on licensing complexities, information about funding opportunities, and assistance in developing and implementing open policies on campus.

figure 9: THE ROLE OF LIBRARY STAFF IN SUPPORTING OER, 2019, 2021, 2023



* These variables were new to the 2023 survey and therefore do not have comparisons to previous surveys.

Institutions continue to emphasize the diverse and collaborative network crucial for the success of OER.

Sixty-one percent of institutions in 2023 reported having a centralized office, committee, or designated role overseeing their OER efforts, reflecting a steady increase from 47% in 2019. The 2023 data also revealed the continued importance of cross-office support for OER, with library staff playing a leading role in OER at all responding institutions. **Figure 9** indicates their evolving leadership, highlighting a 100% adoption rate for incorporating OER into library resources by 2023. Library staff advocacy for the use of OER rose to 87%, alongside new data showing their role in advocating for funding and the sustainability of open educational resources at 68%.

While library staff lead OER promotion on campus, faculty excellence centers and digital learning staff also contribute, with over one-third of institutions reporting their involvement in disseminating, training staff on, and advocating for OER in 2023.

In response to a question about additional roles beyond these two offices that are vital for supporting OER initiatives, the results highlight an emphasis on fostering campuswide connections. Institutions identified

administrators, faculty, and instructional designers as key contributors to OER advancement, with further support from roles such as bookstore staff, students, and accessibility staff (**Figure 10**).

In terms of external collaborations, there is a consistent upward trend in the percentage of institutions forming partnerships with external entities to support their OER work—increasing from 24% in 2019 to 57% in 2023.

figure 10: **ADDITIONAL ROLES NECESSARY TO SUPPORT OER USE AMONG FACULTY, 2023**

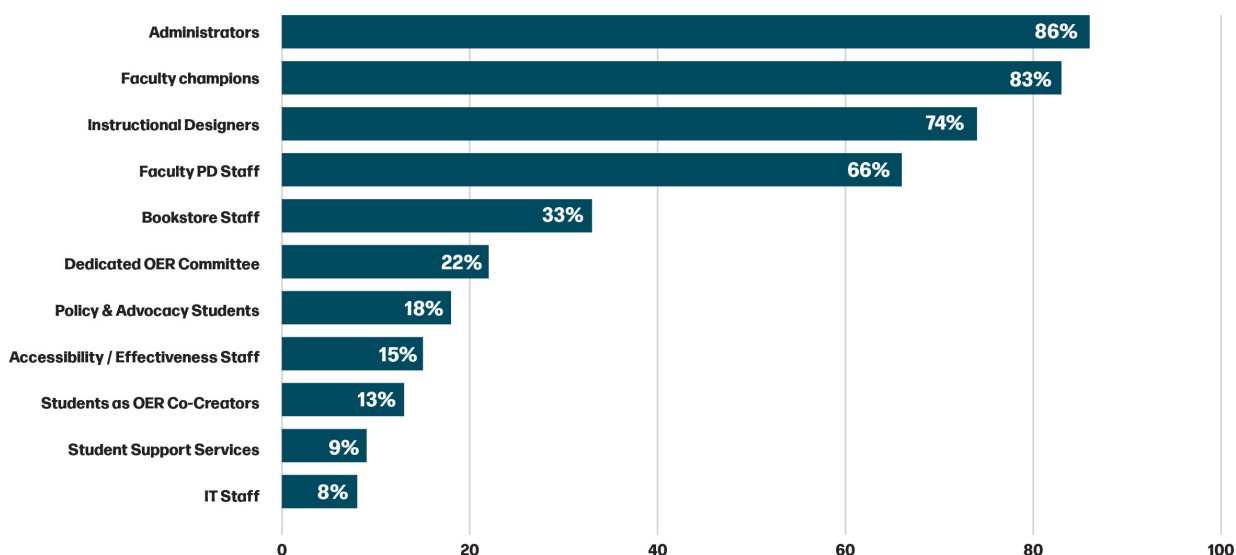
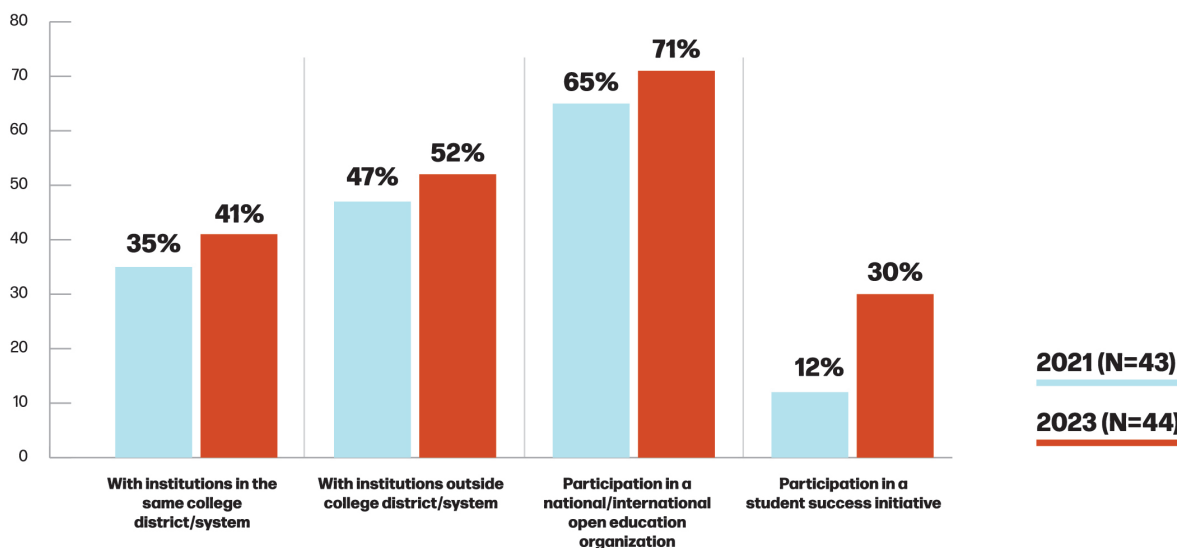


figure 11: **TYPES OF CROSS-INSTITUTIONAL COLLABORATIONS AROUND OER, 2021, 2023⁶**



6 This question was not included in the 2019 survey.

As illustrated in **Figure 11**, the most prevalent form of OER collaboration in 2023 included active participation in national or international open education networks (e.g., OE Global, Open Textbook Network), followed by collaboration with other Texas institutions outside their own college system or district, and collaboration with other institutions in the same college system. These findings underscore the diverse and collaborative ecosystem essential for the success of OER.

“Currently, we are considering a collaboration with institutions in the same system to develop a shared understanding of OER and open education initiatives at each of our universities. This would enable us to coordinate our planning and messaging around textbook affordability initiatives and OER work. We are in the early stages of conversations around this, and have yet to initiate any formal collaboration.”

– Library Administrator

Institutions bolster OER support through funding allocation, particularly from state funds.

In the past three years, 67% of institutions have allocated funding to OER, a substantial increase from 44% in 2021 and 42% in 2019.

Figure 12 illustrates a diversification of funding sources over the years, with internal funding, such as library funds or departmental budgets, remaining the predominant source at 96% in 2023. State grants have seen a significant rise, increasing from 5% in 2019, to 29% in 2021, and reaching 61% in 2023. Federal funds, absent in 2019, have become a small but notable source, accounting for 8% in 2023.

figure 12: **OER FUNDING SOURCES, 2019, 2021, 2023**

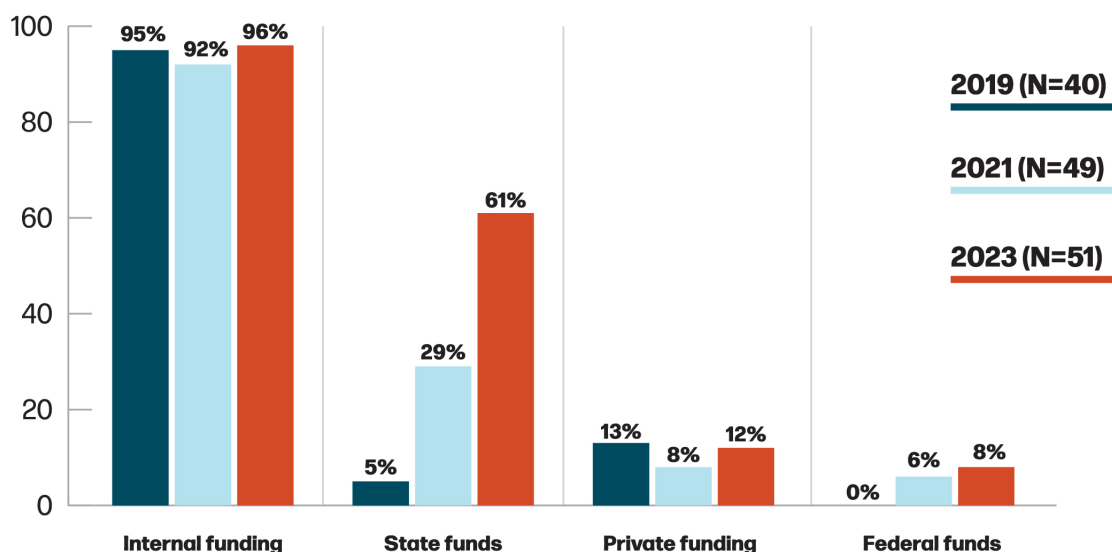
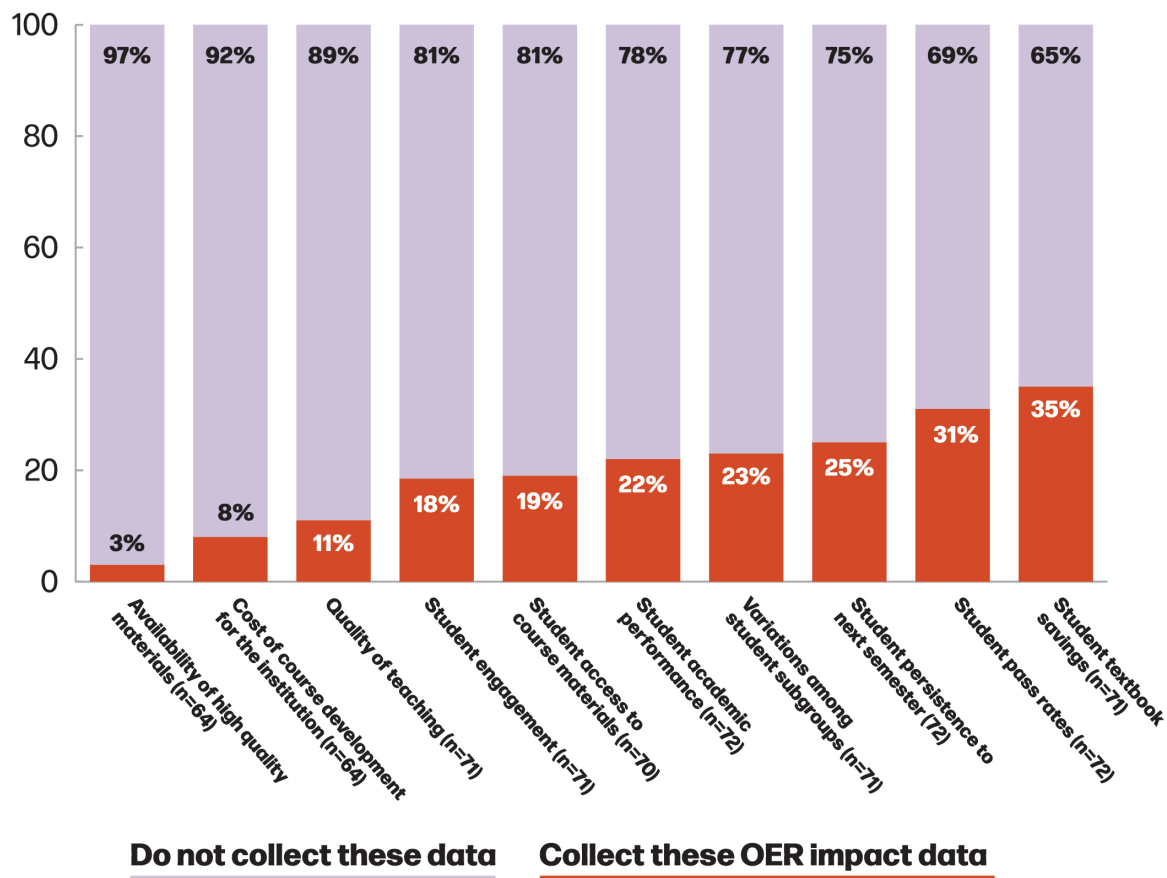


figure 13: **PERCENTAGE OF INSTITUTIONS COLLECTING OER IMPACT DATA, 2023**



OER impact data collection gains momentum as institutions prioritize student metrics.

The survey further assessed whether institutions are collecting data on OER impact. As depicted in **Figure 13**, in 2023, 35% of institutions engaged in OER impact data collection, marking an increase from 29% in 2021. Student metrics, particularly textbook cost savings and performance in OER-based courses, are the predominant focus of their data collection efforts. Additionally, institutions are extending their efforts to include impacts on teaching, the quality of educational materials, and cost data from OER development, albeit to a lesser extent.

“Longitudinal estimates of the impact of student cost savings for 2017-2022 was \$2.09 million [at our institution]. This covers the total time we’ve been teaching one or more OER courses.”

-Academic Affairs Administrator

Comparative analysis reveals that large institutions lead policy adoption, two-year institutions lead zero-cost degrees, and OER goals are tailored to institutional priorities.

Analysis of survey responses by institution type reveals that in 2023, persistent trends continued to shape the landscape. Large institutions with over 10,000 undergraduate students, marked by their resource abundance, lead in the establishment of OER policies and programs when compared to small institutions ($X^2(1, N = 77) = 8.841, p < .003$). Beyond OER adoption, large institutions are also showcasing a commitment to collective growth in the OER community. They are able to engage with other institutions in their system on OER initiatives more than small institutions ($X^2(1, N = 77) = 7.854, p < .005$), and are more likely to promote participation in collaborative virtual conferences like CreatorFest and THECB-sponsored Open Education Week activities ($X^2(1, N = 76) = 7.911, p < .019$; $X^2(1, N = 76) = 7.676, p < .02$).

Regarding programmatic efforts, two-year institutions, across the spectrum of size, show a tendency to work toward or have zero-cost degree programs that incorporate OER ($X^2(1, N = 49) = 10.565, p < .005$). However, this commitment coexists with a higher use of automatic textbook fees compared to their four-year counterparts ($X^2(1, N = 77) = 5.594, p < .018$).

Finally, reported goals for the use of OER reveal differences by institution type. Large institutions prioritize increasing student engagement with course materials through OER use, emphasizing a commitment to enhancing the learning experience ($X^2(1, N = 76) = 7.180, p < .007$). Institutions with more than 35% Pell recipients emphasize inclusivity, aiming to provide materials that represent a range of perspectives and reflect students' backgrounds, skills, and needs ($X^2(1, N = 74) = 4.390, p < .036$). In contrast, four-year institutions are more likely to report goals for OER related to supporting open pedagogy, emphasizing collaboration and resource-sharing among faculty ($X^2(1, N = 76) = 4.133, p < .042$).



Implications and Conclusions

The 2023 Texas OER Landscape Survey findings present a view of the dynamic OER landscape in higher education institutions across the state. The findings show steady growth in the establishment of formal OER policies and programs, and the sustained commitment of institutions to OER. This commitment is reflected in the increasing integration of OER into courses across disciplines, complemented by a rise in funding to support OER initiatives. Furthermore, the increase in the number of institutions providing searchable information about OER courses and implementing course markers underscores a collective institutional effort to enhance the visibility and accessibility of OER.

The 2023 survey findings also signal a shift in OER adoption drivers. While affordability remains a key factor, there is an increased recognition of OER's potential to positively impact student learning experiences. In particular, large institutions in 2023 prioritized heightened student engagement, those with a substantial PELL recipient population emphasized inclusivity through diverse materials, and four-year institutions focused on open pedagogy, indicating a trend toward collaborative teaching methods and resource-sharing among faculty. This diversity in goals highlights the adaptability and versatility of OER to meet the specific needs of various institutions, showcasing its potential to influence teaching and learning across the higher education landscape in Texas in multifaceted ways.

The data further reveal a diminished focus on dedicated positions and top-down policies supporting OER. At the same time, library staff have become central figures, leading OER initiatives across all surveyed institutions, achieving a 100% adoption rate in incorporating OER into library resources in 2023. This shift underscores a move from policy mandates to a staff-led approach to OER adoption, emphasizing cross-office support with libraries in the forefront. However, the declining interest in future OER policy and program development in 2023 warrants further research, particularly considering the rise of contractual arrangements with bookstores and automatic textbook billing models, which are gaining momentum as perceived mechanisms to reduce textbook costs.

Texas higher education is at the vanguard of a movement that acknowledges the potential of OER beyond saving students and taxpayers money through access to materials. THECB aims to provide services, resources, and programs to address the needs of institutions in navigating growth and sustainability of OER work and strategizing for the future of open education initiatives in the state. One such program is the recently established [Texas OER Fellowship Program](#), aimed at fostering mentor relationships to promote the use, creation, and capacity building of OER across institutions. A cohort of Founding Fellows who are experienced OER leaders, will collaborate on designing and evaluating program curriculum and essential resources to guide

leadership development of future Texas OER Fellows, while also receiving training from experts to enhance their advocacy and mentorship skills. Moreover, the Adapting to Innovation/Artificial Intelligence (AI) hub in OERTX is currently under development to provide open resources to aid faculty, staff, and administrators in seamlessly integrating emerging technologies such as AI into both classroom settings and institutional operations. Functioning as a platform for exchanging insights on institutional agility in the face of fast-paced technological innovation and strategies for navigating the challenges of an ever-changing landscape, the AI hub aims to offer support for staying ahead in leveraging OER to innovate education.



Appendix A | Definitions

Automatic textbook billing, sometimes known as Inclusive Access, First-day Access or Universal Access, is a textbook sales model that automatically adds the cost of digital course content into students' tuition and/or fees. These programs typically involve a contract between an institution, a bookstore, and/or one or more publishers (e.g., Barnes and Noble, Follett).

CreatorFest: OERTX Edition is a collaborative virtual conference hosted by THECB and OpenStax.

Dual credit are college courses offered to eligible high school students, for both high school and college credit.

Faculty champions for OER are educators who actively promote the adoption, development, and use of OER within their institutions or academic communities. These faculty members often lead by example, integrating OER into their own courses, advocating for its benefits to colleagues, and supporting initiatives that increase awareness and usage of OER. They may also be involved in training, mentoring, or collaborating with other educators to create and share high-quality open resources, with the goal of making education more accessible, affordable, and customizable for students.

Governor's Emergency Education Relief Fund (GEER) Grant Program provides funding for institutions to create new or redesign existing OER for Texas Core Curriculum, Workforce Education Course Manual (WECM), and co-requisite courses.

OER Core Elements Academy is a professional learning academy that supports cohorts in exploring the fundamentals of OER and innovative instructional integration.

OER Course Markings were signed into law through Senate Bill 810 (SB810, now TEC 51.452), requiring that Texas colleges and universities share searchable information with students about courses that use OER. Examples of course markers include incorporating OER icons into print schedules, developing stand-alone lists of OER courses, and integrating OER labels into web pages.

OERTX Creator Fest is a convening where participants will be able to explore the creation side of OER. The focus will be on creating and advancing content peer review and adoption through a workshop format.

OERTX Repository (OERTX) is a public digital library of open educational resources launched in 2020 for Texas higher education institutions. The repository was created in response to the September 2019 Texas House Bill 3652 authorizing the creation of a state repository for OER by the Texas Higher Education Coordinating Board.

Open Education (OE) Week consists of THECB-sponsored webinars about the resources and programs that THECB provides to support and strengthen open education, held during international OE Week.

Open Educational Resources (OER) are defined in Texas Education Code, Section 51.451, as teaching, learning, or research resources that are in the public domain or that have been released under an intellectual property license that permits their free use, adaptation, and redistribution by any person. The term may include full course curricula, course materials, modules, textbooks, media, assessments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge.

Open License is a copyright license that grants the public the ability to use a creative work according to a set of permissions and restrictions. The best-known open licenses are the Creative Commons Licenses. All six Creative Commons Licenses require that any uses include attribution to the original author; some permit only noncommercial uses; some do not allow the creation of derivative works.

Open Pedagogical Practices are a set of collaborative teaching and learning practices that help educators to advance a culture of sharing and active learning through OER. Examples of open pedagogical practices include faculty collaboration on curriculum development, openness to peer review and critique of each others' resources, and partnership on instruction and learning with students.¹

Open Texas Conference is an annual convening of librarians, faculty, administrators, and other open education practitioners and advocates in Texas co-organized by DigiTex, THECB, and the Texas Digital Library.

Texas OER Academies are professional development opportunities for 2022-2023 provided by THECB and ISKME, including OER Core Element Academy, Advanced Skills Academies, OER Creator Communities Academy, and OER Resource for the Resource Academy.

Texas Learn OER is a self-paced online course comprising 10 peer-reviewed modules about OER and open education practices. Completing the course can count towards professional development hours or continuing education units.

THECB State OER Grant Program is a competitive program that provides grants to selected individuals or teams of faculty at Texas public institutions of higher education to adopt, modify, redesign, or develop courses using only OER. The THECB awards two categories of grant awards: development grants for up to \$25,000 for the creation of new OER or improved existing OER for one or more high-enrollment Texas Core Curriculum (TCC) courses, and implementation grants for up to \$5,000 to faculty or teams of faculty to support the substantial redesign of one or more TCC courses to incorporate OER.

Z-Degree Program, or zero textbook cost degree program, consists of courses within a specific program area that enable students to earn a credential, such as an associate's degree or certificate, without incurring textbook costs. This is achieved through the use of open educational resources and/or materials provided free of charge, such as those available via the library.

¹ Definition of open pedagogical practices adapted from the OER Toolkit, by Colleges Libraries Ontario, the Ontario Colleges Library Service, and the Institute for the Study of Knowledge Management in Education, originally licensed under CC BY-NC 4.0 International License.

Appendix B | Survey Instrument

Defining Open Educational Resources (OER)

Texas Education Code, Section 51.451, defines OER as “teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person.” The term may include full course curricula, course materials, modules, textbooks, media, assessments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge.

Please note the distinction between OER and free instructional materials. OER are free, but not all free materials are OER. OER are perpetually and irrevocably free. Even when they are taken off the web, OER that have been circulated can be used in accordance with their license forever. In contrast, non-OER free materials may only be free temporarily, and/or they may not allow modifications, adaptations and redistribution.

*** Please select your institution:**

List



If you are submitting a survey on behalf of **all** institutions of a community college district, please select your community college district (instead of an individual institution) from the drop down list.

* Texas Education Code, Section 51.451, defines OER as teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, media, assessments, software, and any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge.

Does your institution have a written definition of Open Educational Resources?

- ☐ Yes, and we use the same or almost the same definition as in the Texas Education Code listed above.
- ☐ Yes, and we use our own definition that we have developed
- ☐ No, we do not have a written definition of Open Educational Resources

How does your institution define Open Educational Resources? Please provide a link to the definition, or paste the definition in below.

*** Has your institution implemented policies or programs that support OER use? Select all that apply.**

- ☐ Yes, we have policies in place that support OER use (e.g., an open licensing policy, a policy that allocates funding to OER)
- ☐ Yes, we have OER resolutions in place (e.g., from the Academic Senate, Student Government or Board of Trustees)
- ☐ Yes, we have programs in place that support OER use (e.g., a training program to support faculty use of OER, or an OER content development initiative)
- ☐ No, but we are currently in the process of creating OER policies, resolutions and/or programs
- ☐ No, but we are interested in developing OER policies, resolutions and/or programs in the future
- ☐ No, and we do not have plans to develop or implement OER policies, resolutions and/or programs

Please provide any links or comments that add detail to the items you selected above. (For example, a link to your OER resolution if you have one in place.)

What are the top two reasons for not having yet implemented OER policies or resolutions at your institution?

- ☐ A need for senior administration buy-in
- ☐ A need for buy-in from key non-administrative stakeholders (i.e., faculty, department chairs)
- ☐ A need for a shared institutional vision around OER or alignment of OER with current institutional priorities and goals
- ☐ Concerns about infringement on faculty academic freedom
- ☐ An alternate approach was taken to decrease textbook costs for students (e.g., contracted arrangement with bookstore/textbook provider)

- ☐ Need for staff time to drive the creation and implementation of OER policies and resolutions
- ☐ Institutional OER leaders and/or administrators require knowledge of how to create such OER policies, resolutions
- ☐ Other (please specify)

*** To your knowledge, is anyone using OER at your institution?**

- ☐ I don't know/not certain
- ☐ No
- ☐ Yes, please specify:

When did your institution first implement its OER policy or program(s)?

- ☐ We are still in the process of creating OER policies, resolutions, or programs and we have not yet implemented any
- ☐ Less than 1 year ago
- ☐ 1 to 2 years ago
- ☐ 3 to 5 years ago
- ☐ More than 5 years ago

What has been or will be the focus of your OER policies, resolutions or programs at your institution?

	We have been or are <u>currently</u> working in this area	We are planning to work in this area <u>in the near</u> <u>future</u>	We have <u>no</u> <u>plans to work</u> <u>in this area</u>
Developing new OER (e.g., development of courses and textbooks from scratch and licensing them as OER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curating existing OER (e.g., building courses, collections, or lists of resources from existing OER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting, revising, or remixing existing OER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing/offering internal OER trainings or OER professional learning resources for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing/offering an institutional repository or technologies for accessing and/or sharing of OER by faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing/offering a zero cost degree program that uses OER (e.g., Z Degree or zero textbook cost degree)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the state OER repository, OERTX	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating OER into our institution's Learning Management System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the institution's administrative framework to support OER development (e.g., developing an OER governance council or identifying the OER lead)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing funding for OER	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using OER in dual credit courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Dual credit are college courses offered to eligible high school students, for both high school and college credit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing or promoting OER adoption and use (either externally or internally)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting the use of OER for on line and/or emergency remote learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any links or comments that add detail to the items you selected above.

If your institution is not contributing to the state OER repository, OERTX, please share why not.

What are the goals for the use of OER at your institution? Select all that apply.

- ☐ Making textbooks more affordable for students
- ☐ Ensuring students have access to course materials on the first day of class
- ☐ Increasing student engagement with course materials
- ☐ Providing materials that can be customized to meet learners' needs (e.g., according to their strengths, skills, interests)
- ☐ Providing materials that represent a range of perspectives and/or reflect students' backgrounds, cultures, and communities
- ☐ Supporting open pedagogy (e.g., faculty collaboration, peer review, resource sharing, iterative curriculum improvement, including students as OER co-creators)
- ☐ Decreasing the cost of course development for the institution (e.g., by remixing and adapting materials that already exist)
- ☐ Decreasing reliance on commercial publishers
- ☐ Supporting faculty academic freedom in their curriculum decisions
- ☐ Meeting accessibility requirements
- ☐ Providing materials that can be integrated with predictive analytics or learner analytics
- ☐ Other, please specify:

Across the country, some institutions are revising their intellectual property policies and guidelines to include open licensing. For example, an institution might require that all materials created by its employees with significant institutional support be licensed as an OER under a Creative Commons License.

Does your institution have an open licensing policy or endorsement?

- ☐ Yes, we have an open licensing policy
- ☐ Yes, we have an open licensing endorsement
- ☐ No, we do not have anything in place, but we are planning to
- ☐ No, we do not have anything in place, and we do not have plans to

What is your open licensing policy or endorsement? Please describe and/or provide any links to information about the policy or endorsement.

Is your institution aware of the following statewide OER Initiatives? If yes, does it actively promote these initiatives?

	No, we weren't aware of this initiative	Yes, we are aware of this initiative	Yes, we are aware of and actively promote participation in this initiative
OERTX — OERTX Repository is a public digital library of open educational resources for higher education administered by the THECB.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Texas Learn OER — A self-paced online course comprised of 10 peer-reviewed modules about OER and open education practices. Completing the course can count towards professional development hours or continuing education units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
THECB State OER Grant Program — A program that provides funding for faculty projects to adopt, modify, redesign, or develop courses that use only open educational resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open Texas Conference — An annual conference that convenes librarians, faculty, administrators and other open education practitioners and advocates in Texas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Texas OER Academies — 2022-2023 OER professional development provided by THECB and ISKME such as the OER Core Elements Academy & Advanced Skills Academies; OER Creator Communities Academy; or the OER Resource for the Resource Academy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CreatorFest: OERTX Edition — a collaborative virtual conference hosted by THECB and OpenStax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
THECB-sponsored Open Education (OE) Week activities — webinars about the resources and programs that the THECB provides to support and strengthen open education held during international OE Week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any recommendations for other state-level programs, resources, or services that would be helpful for advancing your OER work?

For the fall semester/term(s) 2022, please estimate the percentage of undergraduate courses that:

- were fully OER-based (i.e., all of the required materials for the course were openly licensed)
- were not fully OER-based, but used OER as a supplement to commercial/proprietary resources

	None, or 0%	Less than 10%	About 25%	About 50%	About 75%	All, or almost 100%	I don't know
Estimated percentage of undergraduate courses that were <u>fully</u> OER based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estimated percentage of undergraduate courses that used OER as a <u>supplement</u> to commercial/proprietary resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the fall semester/term(s) 2022, please list any undergraduate certificates and degrees that were fully OER-based (i.e., all of the required materials for the certificate or degree were openly licensed).

For the fall semester/term(s) 2022, please estimate to what extent the following disciplines offered undergraduate courses that were fully OER based.

	None, or 0% offered under- graduate courses that were <u>fully</u> OER based	Less than 10%	About 25%	About 50%	About 75%	All, or almost 100%	I don't know
STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career and Technical Subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*** Which of the following best describes your institution?**

- ☐ Two-year public institution
- ☐ Four-year public institution
- ☐ Four-year private/independent institution
- ☐ Two-year community college district

For the fall semester/term(s) 2022, please estimate the percentage of graduate courses that:

- a. were fully OER-based (i.e., all of the required materials for the course were openly licensed)
- b. were not fully OER-based, but used OER as a supplement to commercial/proprietary resources

	None, or 0%	Less than 10%	About 25%	About 50%	About 75%	All, or almost 100%	I don't know	N/A - Our institution does not offer graduate courses
Estimated percentage of graduate courses that were <u>fully</u> OER based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estimated percentage of graduate courses that used OER as a <u>supplement</u> to commercial/proprietary resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In June 2017, Texas signed into law Senate Bill 810 (S8810, now TEC 51.452), which requires that Texas higher education institutions share searchable information with students about courses that use OER.

Which of the following best describes how your institution has implemented the OER course marking (or identifier) requirements of S8810? Select all that apply.

- ☐ Links to all courses that use OER are offered on the landing page of our course schedule/listing
- ☐ There is a search field for OER on the landing page of our course schedule/listing
- ☐ There is a search field for OER on subsequent pages of our website, but not on the landing page of our course schedule/listing
- ☐ Under the individual course listing, there is a description or notation indicating if a course uses OER
- ☐ The course is listed as OER through the campus bookstore
- ☐ Have not yet implemented OER course markers
- ☐ Other, please state:

What are the obstacles or challenges, if any, that your institution has experienced in implementing the OER course marking system? Select all that apply.

- ☐ Technology or platform constraints (e.g., challenges customizing the various systems used)
- ☐ Lack of financial resources to customize technology needed to create the course markers
- ☐ Lack of standardized language needed for OER in order to determine appropriate course marker terminology
- ☐ Lack of time to focus on the course marking effort
- ☐ Perception on campus that OER course marking may be used as a reward for those who use open resources, or to punish those who do not
- ☐ Concerns that students will only select OER courses, and that as a result non-OER courses won't meet their minimum enrollment requirements
- ☐ Have not experience any obstacles or challenges in implementing the OER course marking system
- ☐ Not applicable. Our institution has not yet implemented OER course markers
- ☐ Other (please specify)

Which of the following terms are used at your institution to mark/identify these courses in your course schedule or listing? Select all that apply.

- ☐ OER
- ☐ Free
- ☐ Zero cost
- ☐ Low cost
- ☐ Affordable
- ☐ Other (please specify)

How does your institution define low cost or affordable courses when identifying them as such in your course schedule or listing? (Please skip if not applicable.)

* Automatic textbook billing, sometimes known as Inclusive Access, First-day Access or Universal Access, is a textbook sales model that automatically adds the cost of digital course content into students' tuition and/or fees. These programs typically involve a contract between an institution, a bookstore, and/or one or more publishers (e.g., Barnes and Noble, Follett).

Does your institution charge students for required textbooks and/or digital course materials using an automatic textbook billing model?

Select the response that best describes your institution's billing strategy for course materials.

- ☐ No, we do not charge an automatic textbook/digital course materials fee
- ☐ Yes, we charge an automatic **per course** textbook/digital course materials fee for **some courses**
- ☐ Yes, we charge an automatic textbook/digital course materials fee based on **credit hours, or units** for **all courses**.
- ☐ Yes, we charge an automatic **flat fee by quarter or by semester** for textbooks/digital course materials.
- ☐ Yes, but I am not certain which model we use
- ☐ Yes, we charge another type of fee (please describe):

How much was this automatic textbook fee for students in Fall 2022? (You may give a range if the fee was variable.)

How, if at all, has your OER adoption been affected by having an automatic textbook billing model in place?

Do you charge any fees for printed OER materials?

- ☐ Yes
- ☐ No
- ☐ I am not certain
- ☐ Other (please specify)

*** Is there a centralized office, committee, or role that oversees (or will oversee) the OER work at your institution? Select all that apply.**

- ☐ Yes, a library-led committee or library role
- ☐ Yes, a committee or role within the Academic Affairs Office
- ☐ Yes, a committee or role within the on line teaching or distance education team
- ☐ Yes, a faculty-led committee or a faculty role
- ☐ Yes, an OER Task Force or a dedicated OER committee
- ☐ No, OER work is not centralized at our institution
- ☐ Not relevant - There is no OER work planned or in place at our institution
- ☐ Other (please specify)

What role(s) do each of the following stakeholder groups play in supporting OER at your institution? Select all that apply.

	No, we weren't aware of this initiative	Yes, we are aware of this initiative	Yes, we are aware of and actively promote participation in this initiative
Providing OER as part of library resources or institutional resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curating OER to meet targeted teaching and learning needs and gaps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocating for the use of OER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocating for OER program funding, policy, and sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holding training(s) or workshops on OER and/or open licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting faculty 1:1 in adoption, adaptation, or creation of OER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administering grant programs to faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other role/activity			

If you selected "other role/activity" for any of the stakeholder groups above, please specify:

What other roles at your institution currently support OER adoption and use among faculty? Select all that apply.

- ☐ Institutional leaders/administrators
- ☐ Instructional designers
- ☐ Institutional assessment/effectiveness staff
- ☐ Faculty professional development staff
- ☐ Student policy/advocacy groups (e.g., student government, student PIRGs)
- ☐ Students who are involved in the co-creation of OER
- ☐ Student support services (e.g., tutoring, math/writing centers, continuing education programs)

- ☐ Bookstore staff
- ☐ Faculty champions
- ☐ Information Technology staff
- ☐ Dedicated OER Task force/committee
- ☐ None of the above, or not relevant
- ☐ Other (please specify)

*** Is your institution involved in any collaboration with other educational institutions or organizations on OER? Select all that apply.**

- ☐ Yes, with other institutions in the same college district/system
- ☐ Yes, with other institutions outside my college district/system
- ☐ Yes, through participation in a national or international open education organization (e.g., OpenEd Global, CCCOER, Open Textbook Network)
- ☐ Yes, through participation in a student success initiative (e.g., Every Learner Everywhere, Achieving the Dream Collaborative)
- ☐ No, but we are planning a collaboration in the future
- ☐ No, not currently, and no such collaborations are planned
- ☐ Other (please specify)

Please describe one of your institution's OER collaboration projects. If links are available, please provide in the space below.

*** In the past 3 years, has your institution allocated funding to any of the following OER-related initiatives? Select all that apply.**

- ☐ Yes, funding to create awareness for OER
- ☐ Yes, funding for OER capacity building/training
- ☐ Yes, funding for the creation of new OER
- ☐ Yes, funding for the curation of existing OER
- ☐ Yes, funding for the use of OER by faculty
- ☐ No, we have not allocated funding to OER-related initiatives in the past 3 years
- ☐ Other, please specify:

Currently, how is your institution funding its OER work? Select all that apply.

- ☐ Internal funding (e.g., library funds; departmental or institutional budget)
- ☐ State funds (e.g., THECB grants; GEER grants)
- ☐ Federal funds (e.g., DOE; IMLS, NSF grants)
- ☐ Private funding (e.g., private donors or foundations)

Please elaborate on the items selected above.

Approximately what proportion of faculty at your institution have attended internal or external trainings specifically on OER? Please estimate to the best of your knowledge.

- ☐ None or 0%
- ☐ Less than 10%
- ☐ About 25%
- ☐ About 50%
- ☐ About 75%

- ☐ All, or almost 100%
- ☐ I don't know

Which of the following stakeholder groups at your institution have attended training specifically on OER? Select all that apply.

- ☐ Library staff
- ☐ Digital Learning staff
- ☐ Faculty Excellence Center staff
- ☐ None of the aforementioned groups
- ☐ Other (please specify)

To your knowledge, have faculty/staff at your institution participated in any of the following types of OER training?

	Yes, we have participated	No, we have not participated	I am not certain whether our institution has participated in this
OER conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External OER trainings/programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal OER trainings/programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual OER training and support for faculty (e.g., from library staff, distance ed staff, or instructional design staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-directed trainings or courses (such as Texas Learn OER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other type of training (please specify):

**Which of the following incentives does your institution offer, if any, to encourage faculty use of OER?
Select all that apply.**

- ☐ Stipends to encourage OER projects
- ☐ Reassigned time or release time for planning or collaboration on OER
- ☐ Public acknowledgement or recognition when faculty use OER
- ☐ Embedding OER within faculty performance review and appraisal processes
- ☐ Certification or badge system tied to OER use
- ☐ We do not offer incentives
- ☐ Other, please specify:

**What top three factors or supports are needed to increase OER adoption and use at your institution?
Select three from the list below or add your own.**

- ☐ OER training
- ☐ Faculty buy-in and awareness
- ☐ Reward-based incentives for faculty (e.g., stipends, recognition)
- ☐ Release time for faculty to work with OER
- ☐ Access to OER for specific disciplines, levels, and/or types of teaching materials
- ☐ Ensuring quality of OER (e.g., through quality review rubrics or evaluation processes in place)
- ☐ Dedicated staff to support OER work
- ☐ Executive leadership commitment to OER adoption and use
- ☐ Other (please specify)

What is the biggest challenge that your institution currently faces related to its OER work?

Please indicate if your institution collects any of the following OER impact data. (If needed, check with your Institutional Research Office to help you answer this question.)

	We collect these OER impact data	We don't collect these OER impact data
Quality of teaching	<input type="radio"/>	<input type="radio"/>
Student access to course materials	<input type="radio"/>	<input type="radio"/>
Student academic performance	<input type="radio"/>	<input type="radio"/>
Student persistence in courses or programs	<input type="radio"/>	<input type="radio"/>
Student pass rates for the course	<input type="radio"/>	<input type="radio"/>
Student engagement in courses or materials	<input type="radio"/>	<input type="radio"/>
Availability of high quality materials	<input type="radio"/>	<input type="radio"/>
Cost of course development for the institution	<input type="radio"/>	<input type="radio"/>
Student textbook savings	<input type="radio"/>	<input type="radio"/>
Differences between student subgroups in terms of academic performance, engagement, persistence, passing, access to course material, etc.	<input type="radio"/>	<input type="radio"/>

If you collect student textbook savings data, please estimate the amount of money saved by students in fall 2022. How did you arrive at this estimate?

Are there any stories you would like to share about the impact of OER on your institution and/or its students and faculty?

Please share any final thoughts or comments related to the use of OER at your institution.

Demographic information is used only to classify the survey responses. No individual level data will be released, and your responses will remain anonymous in any synthesis of survey findings.

Which of the following best describe(s) your job title? Select all that apply.

- ☐ Faculty
- ☐ Dean of Academic Unit
- ☐ Library Administrator or Library Staff
- ☐ Online Learning, Academic or Learning Technology, or Distance Learning Administrator
- ☐ Information Technology Staff
- ☐ Institutional Research Office Administrator
- ☐ OER Committee Lead or OER Task Force Lead
- ☐ President
- ☐ Academic Affairs/Instruction Administrator
- ☐ VP or Provost
- ☐ Other (please specify)

What role, if any, do you play in the support of OER at your institution? Select all that apply.

- ☐ Advocate for OER
- ☐ Coordinate OER or lead OER task force
- ☐ Train and support faculty on OER
- ☐ Administer or secure funding for OER projects on campus
- ☐ Support OER data collection and research
- ☐ Provide OER technology support
- ☐ Do not have an OER related role currently
- ☐ Other (please specify)

*** Are you open to being contacted for any of the following reasons? Please check all that apply.**

- ☐ Future OER research (e.g., focus groups; interviews)
- ☐ A Mailing List about Texas OER news and opportunities from THECB or DigiTex
- ☐ Having my institution featured by name as a best practice example in publications or presentations (we would send you a separate release form for this)
- ☐ I do not wish to share my contact information

Please enter your email address below:

Email address:

